



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

November 18, 2020

Daniel Roach
Washington Com Schools Inc: #1405
301 E St
Washington, IN 47501

Dear Daniel Roach,

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. Congratulations, **Lena Dunn Elementary School's** renewal application was accepted and SIG funds will continue for SY 2020-2021.

In accordance with your application and available funding, you are being awarded **\$92,868.00** for the 2020-2021 school year. Funds for this grant period are available from July 1, 2020 and must be expended by September 30, 2021.

Federal Program Title I	School Improvement Grant
Federal Agency	U.S. Department of Education
Pass Through Agency	Indiana Department of Education
CFDA Number	84.377A
Award Name	School Improvement Grants
Award Number	S377A140015

The Title I §1003(g) School Improvement Grant award must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of the students at this school. Improvement funds must be tracked separately from all other Title I Grants. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement (this funding number must not be the same number as is used for the Title I Basic grant award). Because these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on improvement initiatives at that particular school.

We look forward to continuing our work with your team this school year. Please feel free to contact Dwayne Marshall at dmarshall2@doe.in.gov if you have any questions.

Sincerely,

Nathan Williamson
Director of Title Grants and Support
Indiana Department of Education

115 W. Washington Street ■ South Tower, Suite 600 ■ Indianapolis, Indiana 46204

317.232.6610 ■ www.doe.in.gov

cc: Title I Program Administrator
SIG Coordinator
Principal



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Title I -1003(g) School Improvement Grant Renewal Application SY 2020-2021
Cohorts 7 - 8- Early Learning Model

Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/ Eligible Entity	Washington Com Schools Inc		Corp #	1405
School	Lena Dunn Elementary School		School #	1103
Superintendent Name	Daniel Roach		Email	droach@wcs.k12.in.us
Title I Administrator Name	Kevin Frank		Email	kfrank@wcs.k12.in.us
Principal	Jeanette Lobeck		Email	jlobeck@wcs.k12.in.us
Telephone	812-254-8366	Fax		
SY 2020-2021 Allocation	\$92,868.00			



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Part 2: Grant Award Information

Grant Award Timeline:

Renewal Application Release	Release application and guidance to LEAs	May 22, 2020
Application Due	Renewal application must be submitted to IDOE	July 1, 2020
Application Review	Renewal applications reviewed by IDOE	July 1, 2020 – August 30, 2020
Notification and Funds Available	Renewal awards will be finalized and funds will be available <i>*any school who is asked to resubmit any piece of their application will not have access to funds until final approval is given</i>	August 30, 2020
SY 19-20 Artifact Due	Outcome Artifact from SY 19-20 will not be required due to complications related to COVID-19	N/A

Grant Award Resources:

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: www.doe.in.gov/sig

Federal Program Title:	School Improvement Grant
Federal Agency:	U.S. Department of Education
Pass Through Agency:	Indiana Department of Education
CFDA Number:	84.377A
Award Name:	School Improvement Grants
Grant Award Number:	S377A00200015A



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Instructions: Please complete the table below regarding who was involved with the grant process.

Staff Members Consulted and Part of the Renewal Application Process	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Dr. Dan Roach	Superintendent
Kevin Frank	Asst. Superintendent/Title I Director/Title III Coordinator
Jeanette Lobeck	Principal
Gretchen Miles	Data/Academic Coach
Lynsey Gress	Intermediate Title Teacher/LEAD Team
Kristin McGuire	Primary Title Teacher/LEAD Team
Laura Allison	Primary Teacher
Jessica Butcher	Intermediate Teacher
Christe Newkirk	Social Worker
Juana Santos	ENL Teacher
Carrie Alford	Corp Treasurer
Cynthia Barber	Community Partner
Lyndsey Clark	Parent/PTO President

Part 3: LEA and School Assurances

Instructions: Certain terms and conditions are required for receiving funds under the School Improvement 1003g Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.

- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of sub grant funds.



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- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term “principal” for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State’s request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:		Date:	Click here to enter a date.
Title I Administrator Signature:		Date:	Click here to enter a date.
Principal Signature		Date:	Click here to enter a date.

Part 4: Achievement and Leading Indicators SY 20-21

SIG Achievement and Leading Indicators											
Achievement Indicators	Baseline SY 20-- - 20--*	SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020		SY 2020-2021	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	31.7%	35%	27%	42%	24.6%	48%		54%	N/A	54%	
Percent of students proficient on ISTEP (ELA) (3-8)	47.6%	50%	41%	55%	38.3%	60%	21%	65%	N/A	65%	
Percent of students proficient on ISTEP (Math) (3-8)	36.8%	44%	34%	50%	34.5%	55%	29%	60%	N/A	60%	
Percent of students proficient on IREAD (Spring Test Only) (3)- Elementary only	80.8%	83%	70%	85%	74.63%	88%		90%	N/A	90%	
Leading Indicators	Baseline SY 20-- - 20--*	SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020		SY 2020-2021	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
1. Number of minutes in the School Yr. students are required to attend school	63,000	63,000	63,000	63,000	63,000	63,000	63,000	63,000	N/A	63,000	
2. Number of daily minutes of math instruction	60+	90	90 3-6 60 K-2	90	90 3-6 60 K-2	90 3-6 60 K-2	60 5-6 90 K-4	90	N/A	90	
3. Number of daily minutes of ELA instruction	90	90	90	90	90	90	90	90	N/A	90	
4. Student attendance rate (must be % between 0 and 100)	96.1%	96.5%	94.2%	97%	95%	97%	95%	97%	N/A	97%	

Leading Indicators	Baseline SY 20-- - 20--*	SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020		SY 2020-2021	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
5. Truants – number of (unduplicated) students who have received truancy letters or action, enter as a whole number	12	8	128	100	128	80	120	60	N/A		
6. Expanded Learning Time (total number of hours offered)	SS24	SS24	SS24	SS24 SB36	SS24 SB36	SS24 SB36	SS24 AS44	SS24 AS40	N/A		
7. Number of discipline referrals	642	575	1004	575	111	100	1820 (New system-different tracking. Data skewed)	80	N/A		
8. Discipline incidents – number of suspensions and/or expulsion	SUS--37 EXP--	SUS--30 EXP--	SUS--69 EXP--	SUS--50 EXP--	SUS--85 EXP--2	SUS--70 EXP--	SUS--136 EXP--1	SUS--60 EXP--	SUS-- EXP--	SUS-- EXP--	SUS-- EXP--
9. Distribution of teacher performance level on LEA's teacher evaluation system	IN-- IMP--1 EFF--18 HEFF--8	IN-- IMP-- EFF-- HEFF--	IN-- IMP--1 EFF--7 HEFF--13	IN-- IMP-- EFF-- HEFF--	IN--3 IMP--1 EFF--11 HEFF--16	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF--11 HEFF--19	IN-- IMP-- EFF-- HEFF--	IN--1 IMP-- EFF--13 HEFF--18	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--
10. Teacher attendance rate (must be a % between 0 and 100)	93.6%	91.7%	91.6%	92.0%	95.37%	95%	95%	95%	95%		
11. Teacher retention rate (must be a % between 0 and 100)	75%	83%	84%	85%	85%	87%	97%	100%	88%	100%	



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***Baseline SY:** Please enter data from the school year prior to your first full year of implementation. Proceed to enter data from subsequent years following your baseline year to present. *I.e. If SY 16-17 was your first full year of implementation, please enter SY15-16 data in the Baseline column. Proceed to enter data for years SY 16–17 to present.*

Part 5: Analysis and Outcomes

Instructions: SIOT Activity: (Strengths, Improvements, Opportunities, and Threats)

- List school's primary strengths and weaknesses from SY 19-20—forces or barriers working for and against SIG implementation or school's mission
- List school's key opportunities and threats from SY 19-20—political, economic, social, technological, demographic, or legal trends that are or may impact school's ability to achieve SIG implementation or school's mission.
- What are the projected outcomes for SY 20-21 after completing the SIOT Analysis? Are there any opportunities we can take advantage of because of a strength? Are there any threats compounded by a weakness?

SIOT Analysis	
<p>Strengths:</p> <ul style="list-style-type: none"> • Kids at Hope mindset • Staff collaboration • Dean of Student position supports teachers and students • Community partnerships • Data analysis and student achievement tracking • District Tech Coach • New teacher mentoring as a district • Panther time with 5th and 6th graders 	<p>Areas of Improvement:</p> <ul style="list-style-type: none"> • Staff training to meet the SEL needs of our students • Provide opportunities for students to build prior knowledge and vocabulary • Increase parent involvement • Instructional strategies • Classroom Management • Differentiated Instruction • Parent Communication
<p>Opportunities:</p> <ul style="list-style-type: none"> • Kids at Hope Implementation (Aces) • Minds in Motion • Implementing PBL (summer training provided by district) • Partnership with ISU for ENL certification for interested teachers • Additional music area added to the Outdoor Learning Area • Road Map for SEL Re-entry provided by DOE • Solid grade level teams due to restructuring and replacing ineffective teachers. • Robotics Club 	<p>Threats:</p> <ul style="list-style-type: none"> • A big part of Kids at Hope is getting community members in and involved with our students. With new pandemic restrictions, finding new ways to accomplish this. • Students lost 2 months of in class instruction. Online work through pandemic was more of a review. • Difficult to find quality non-certified staff • Lack of mental health providers in our community to meet the needs of our tier 2/3 students • Difficult to secure quality guest teachers • K-1 are not 1:1 technology • Finding ways to increase parent involvement while following strict building access due to the threat of COVID-19. • Instruction time vs COVID maintenance • Teacher accountability • State Testing

- Student accountability during extended distant learning

Projected Outcomes for SY 20-21

- Minds in Motion Mazes utilized by more classrooms
- After school tutoring possible through addendum to SIG
- In-house coaching for teachers provided by Highly effective teachers and instructional coach
- ENL professional development as main area of PD focus

Part 6: SIG Implementation SY 2020-2021

Instructions: IDOE has aligned the renewal application with Transformation principles and required/recommended interventions in column one below as Focus Areas. Please complete the entire table and align your SY 20-21 action steps.

<u>Focus Areas</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
<i>SAMPLE: Increase learning time</i>	<i>SAMPLE: Meadows School will provide before and after school opportunities for all students to help increase student achievement called, Crunch Time. Person Responsible: Ms. Smith, Title I Interventionist</i>	<i>SAMPLE: Multiple Phases (Multiple Quarters)</i>	<i>SAMPLE: \$5,000 - Stipends</i>	<i>SAMPLE: The Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>
Develop School Leadership Effectiveness	Continued use of Teacher Evaluation system which uses student growth as a measure. Specific competencies will	Multiple Phases	No Cost	Professional growth plans will be developed for each teacher, setting measurable objectives for targeted competencies. Teachers will meet with

	reflect professional development opportunities provided in grant.	(Multiple Quarters)		Principal to discuss objectives to gauge if professional development is being used to improve instructional practices.
Develop Teacher Effectiveness	<ol style="list-style-type: none"> 1. Data Coach, Gretchen Miles, will assist with data collection and disaggregation of data and will lead the staff in analyzing collected data. 2. Professional Development this year will have an emphasis on developing teacher skills to better serve our EL students. Principal will support 4 teachers acquiring ENL Certification through Indiana State University. This is an opportunity provided by our district. 3. Increasing Cultural Understanding within our Lena Dunn family and our community is a priority. LEAD Team will research training opportunities- (ex. Guest speakers, book study, etc.) that will be offered to Lena Dunn faculty and staff for deeper understanding. A framework of study/timeline will be developed. Money will be used for speakers and/or study materials. 	Multiple Phases (Multiple Quarters)	<ol style="list-style-type: none"> 1.No Cost 2. No Cost 3.\$3,990 	<ol style="list-style-type: none"> 1. Student growth data will be utilized to measure impact of implementation of strategies from PD focus. 2. A sign-in sheet will be used to track teacher participation in professional development sessions. Participants will receive professional growth points for participation (as pre-determined by Dr. Roach). Teachers will utilize strategies to improve classroom practices to assist language acquisition. Teacher surveys will be given to teachers to measure relevance of pd to classroom practice. 3. Teacher surveys will be taken for PD relevance.
Implement Comprehensive Instructional Reform Strategies	<p>After successful Paths to Quality, Level 4, Principal will mentor other area school interested in beginning a pre-k program within the district.</p> <p>Regular IDOE monitoring visits and Paths to Quality rating assessments</p>	Multiple Phases (Multiple Quarters)	No Cost	<p>Successful Level 4 Paths to Quality</p> <p>Reports and progress shared with LEAD Team and Faculty.</p>

	Principal, Lead team members and IDOE will meet regularly to review financial records and monitor expenditures as outlined in the grant.			Financial Reports will be available through Google Drive.
Highly-Qualified Early Learning Staff <ul style="list-style-type: none"> Certifications Early Learning Professional Learning 	Licensed teacher will be secured with BA in early childhood education or related field with State approved Pathway	Multiple Phases (Multiple Quarters)	\$49,000	Contract and resume of highly qualified early learning teacher.
Highly-Qualified Early Learning Staff	Principal will participate in Paths to Quality SPARK Learning Lab. Principal will complete the I-SAT (Indiana Self-Assessment Tool) and will work directly with SPARK team Coaching coordinator to work through the Tiered quality of improvement program. A coordinator will be assigned by SPARK team members after the completion of the I-SAT.	Multiple Phases (Multiple Quarters)	No Cost	Rating from PTQ
Early Learning Program <ul style="list-style-type: none"> Full Day Kindergarten Full Day Pre-K Pre-K Class Size < 20; ratio of 10:1 Age and Developmentally Appropriate Curriculum 	<ol style="list-style-type: none"> Hire Teaching Assistant for Preschool to keep ratio 10:1 Hiring 2 Grade Level Teaching Assistants to serve K-3 \$11,626/180 days/29 hrs wk X 2 assistants 	Multiple Phases (Multiple Quarters)	<ol style="list-style-type: none"> \$11,626 \$23,252 	Successful selection of qualified licensed teaching assistants. (Contract, resume)
Kindergarten Transition Program	Transition conferences are held for students with special education services. Pre-registration for all in-coming Kindergarten students occurs in April each year. Materials shared with parents on Kindergarten readiness and activities for families to do at home to assist in the transition. All in-coming students are scheduled for an assessment time with Kindergarten teachers.	Phase Four (Fourth Quarter)	No Cost	IEP's developed and shared with receiving teachers. Class rosters created by Kindergarten teachers utilizing assessment data.

Increase Learning Time	Hatchets Kinder Camp is a 10 day program that prepares incoming Kindergarteners to become successful scholars. It is offered for 2 weeks prior to the start of the new school year. This is sponsored by the United Way.	Phase Five (Summer Session)	No Cost	Students will receive Bedtime in a Box kits. Teacher surveys regarding K-readiness for campers will be collected and reviewed.
Create Community-Oriented Schools	Continued Kids at Hope relationships with community partners will continue. Schoolwide quarterly Destinations activities, Play Partners and Lunch Bunch programs, Volunteer Kids at Hope training materials, appreciation events, flyers and handouts. This will be managed through Title Teacher, School Secretaries, Dean of Students, Data/Academic Coach and Principal.	Multiple Phases (Multiple Quarters)	\$5,000	Parent and Volunteer Sign-in sheets and Volunteer/partner materials and handouts.
Provide Operational Flexibility	Monthly meetings will be scheduled to review all SIG initiatives and the progress of implementation as well as results/impact. Action items will be chosen and assigned at each meeting.	Multiple Phases (Multiple Quarters)	No Cost	Meeting agendas will be provided prior to meeting. Minutes will be taken. Staff surveys will be provided 3 times a year to gauge perception. Data Coach will gather results for end of year report.
Sustain Support	Review of SIG components with District Administration to determine effectiveness and plausibility of keeping supports provided by SIG in place beyond funding years.	Phase Three (Third Quarter)	No Cost	Plan for sustaining specific pieces will be in place by the end of the 20-21 school year.

Part 7: Outcome Artifact

Instructions: Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and to be published on the IDOE website as resources for other schools. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Possible “Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data.

Briefly describe what the school will plan to submit as an “Outcome Artifact” for SY 2020-2021 and how this will be aligned to your grant and the key area.

Lena Dun will submit a video showcasing Kids at Hope and all 3 Universal Truths – Believe, Connect, Time Travel.



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Part 8: Budget SY 20-21

Instructions: The budget will be completed in a separate Excel workbook for SY 2020-2021, and must include any changes from the original budget submission. Once approved by IDOE, will serve as the operating budget for the duration of the school year, unless otherwise amended and approved by IDOE.




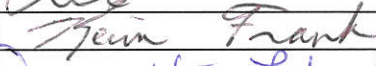
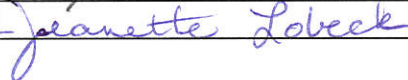
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- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:		7-1-20	Date:	Click here to enter a date.
Title I Administrator Signature:		7/1/20	Date:	Click here to enter a date.
Principal Signature		7/1/20	Date:	Click here to enter a date.

Instruction: Benefits (Cert.)	\$ -
Instruction: Salary (NonCert.)	\$ 34,878.00
Instruction: Benefits (NonCert.)	\$ -
Instruction: Professional Services	\$ -
Instruction: Rentals	\$ -
Instruction: Other Purchased Services	\$ -
Instruction: General Supplies	\$ -
Instruction: Property	\$ -
Instruction: Transfer	\$ -
Support Services (Student): Salary (Cert.)	\$ -
Support Services (Student): Benefits (Cert.)	\$ -
Support Services (Student): Salary (NonCert.)	\$ -
Support Services (Student): Benefits (NonCert.)	\$ -
Support Services (Student): Professional Services	\$ -
Support Services (Student): Rentals	\$ -
Support Services (Student): Other Purchased Services	\$ -
Support Services (Student): General Supplies	\$ -
Support Services (Student): Property	\$ -
Support Services (Student): Transfer	\$ -
Improvement of Instruction: Salary (Cert.)	\$ -
Improvement of Instruction: Benefits (Cert.)	\$ -
Improvement of Instruction: Salary (NonCert.)	\$ -
Improvement of Instruction: Benefits (NonCert.)	\$ -
Improvement of Instruction: Professional Services	\$ -
Improvement of Instruction: Rentals	\$ -
Improvement of Instruction: Other Purchased Services	\$ -
Improvement of Instruction: General Supplies	\$ 3,990.00
Improvement of Instruction: Property	\$ -
Improvement of Instruction: Transfer	\$ -
Other Support Services: Salary (Cert.)	\$ -
Other Support Services: Benefits (Cert.)	\$ -
Other Support Services: Salary (NonCert.)	\$ -
Other Support Services: Benefits (NonCert.)	\$ -
Other Support Services: Professional Services	\$ -
Other Support Services: Rentals	\$ -
Other Support Services: Other Purchased Services	\$ -
Other Support Services: General Supplies	\$ -
Other Support Services: Property	\$ -
Other Support Services: Transfer	\$ -
Operations and Maintenance: Salary (Cert.)	\$ -
Operations and Maintenance: Benefits (Cert.)	\$ -
Operations and Maintenance: Salary (NonCert.)	\$ -
Operations and Maintenance: Benefits (NonCert.)	\$ -

Operations and Maintenance: Professional Services	\$ -
Operations and Maintenance: Rentals	\$ -
Operations and Maintenance: Other Purchased Services	\$ -
Operations and Maintenance: General Supplies	\$ -
Operations and Maintenance: Property	\$ -
Operations and Maintenance: Transfer	\$ -
Transportation: Salary (Cert.)	\$ -
Transportation: Benefits (Cert.)	\$ -
Transportation: Salary (NonCert.)	\$ -
Transportation: Benefits (NonCert.)	\$ -
Transportation: Professional Services	\$ -
Transportation: Rentals	\$ -
Transportation: Other Purchased Services	\$ -
Transportation: General Supplies	\$ -
Transportation: Property	\$ -
Transportation: Transfer	\$ -
Community Services Operations: Salary (Cert.)	\$ -
Community Services Operations: Benefits (Cert.)	\$ -
Community Services Operations: Salary (NonCert.)	\$ -
Community Services Operations: Benefits (NonCert.)	\$ -
Community Services Operations: Professional Services	\$ -
Community Services Operations: Rentals	\$ -
Community Services Operations: Other Purchased Services	\$ -
Community Services Operations: General Supplies	\$ 5,000.00
Community Services Operations: Property	\$ -
Community Services Operations: Transfer	\$ -
Indirect Cost Used	\$ -
Grand Total	\$ 92,868.00

SIG 1003g Budget SY 2020-2021

Complete the budget below:

Object Code		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	Line Totals
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase	General Supplies	Property	Transfer	
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	\$ 49,000.00	\$ 34,878.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 83,878.00
21000	Support Services - Student	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22100	Improvement of Instruction (Professional Development)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	3,990.00	\$ -	\$ -	\$ 3,990.00
22900	Other Support Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
25191	Refund of Revenue											\$ -
26000	Operation & Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
27000	Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
33000	Community Service Operations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	5,000.00	\$ -	\$ -	\$ 5,000.00
60100	Transfers (interfund)											\$ -
	Column Totals	\$ 49,000.00	\$34,878.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,990.00	\$ -	\$ -	\$ 92,868.00

Indirect Cost Rate %:

0.00

Subtract the amount above \$25,000 (per individual contracted service) from your total budget:

Total after deducting Property:

\$ 92,868.00

Total Available for Indirect Costs:

\$ -

Amount of Indirect Cost to be used:

\$ -

Grand Total After Indirect Cost:

\$92,868.00

Budget Narrative

DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 -- administration team attending NASTID conference

Supplies	Property: Equipment/ Technology
\$3,990Materials for Cultural Understanding Book Study and PD, \$5,000 Kids at Hope School Wide	
Professional Services	Other Purchase Services (travel, communication)

SIG Staffing

Instructions: Complete the SIG Staffing information below

Staff Name	Staff Position	Cert/ Non-Certified.	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description
Kelly Clouse	K-3 Assistant	Non Cert.	1	N	N		Assist K-3 Teacher
To Be Determined	K-3 Assistant	Non Cert.	1	N	N		Assist K-3 Teacher
To Be Determined	Pre-K Assistant	Non Cert.	1	N	N		Assist Pre-K Teacher S/T Ratio 1/10
Mary Padgett	Pre-K Teacher	Cert.	0.67	N	Y	Title 1 Grant 20-21	Teacher